

# Missouri School Improvement Program

## Team Member Training August 2006

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# *Part I*

*Welcome to 4<sup>th</sup> Cycle MSIP*

*Thank You!*

# MSIP

## The Missouri School Improvement Program

- review and accredit the 524 school districts in Missouri within a five-year review cycle
- mandated by state law
- goal of promoting school improvement within each district on a statewide basis

# MSIP

1950 - The State Board of Education adopted Classification and Accreditation Standards.

1990 – The State Board of Education adopted new classification standards, to be implemented through MSIP.

2004 – The State Board of Education approved the revised standards and indicators manual as the basis for the fourth five-year cycle of MSIP.

2006 – The revised standards come into effect as we enter MSIP 4<sup>th</sup> Cycle.

# Standards and Indicators

Outline the vision and expectations for quality schools.

Organized in three sections:

- Resource Standards
- Process Standards
- Performance Standards

# What we've learned...

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## ➤ *Resource...*

*Teachers and students need resources.*

- *Report existed prior to MSIP*
- *Yearly reports provide necessary diagnostic information*

# Where we are going ...

## ***Teachers and students need resources.***

- No changes to the eleven 3<sup>rd</sup> Cycle Resource Standards
- Annual Report
  - Evaluation of standards with a report of findings
  - Currently revising
    - to more closely match standards and indicators
    - to generate Online report
- Resource standards on the “Items Not Waived” checklist must be met in order for a district to be eligible for a limited or full MSIP waiver.

# What we've learned...

## ➤ *Process...*

- Reduce paperwork and preparation
- Focus less on compliance - more on quality
- Spend time in districts that will benefit significantly from an on-site review
- Coordinate DESE school improvement efforts
- Provide adequate feedback for Districts from the review



# Where we are going ...

- Customized reviews
- Paperwork submitted prior to review
- Focus on quality and implementation issues
- All districts, regardless of review type, receive an MSIP report
- MSIP reports provide information regarding the team's "findings"
- Reviews are coordinated with other DESE program areas and accountability systems (i.e. priority schools, schools in school improvement, etc.)
- Advance questionnaires administered on-line for all districts
- Review Types:
  - ◆Waiver Reviews
  - ◆Limited Waiver Reviews
  - ◆Full Reviews

# What we've learned...

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## ➤ ***Performance...***

determines accreditation.

## ➤ ***Performance scoring guide should....***

- reflect improvement needs of the district or a building.
- offer more stability in APR calls.
- recognize districts with adequate performance and/or improvement.

# Where we are going ...

- ***Performance...*** *"For an accountability system to be fair it has to be complicated."*
- Determine accreditation
- Status and Progress measures
  - More stability in APR calls
  - Allow for appropriate "recognition"
  - Allow for credit when achievement is adequate
- APR
  - Provide more detailed, disaggregated data and evaluative, narrative feedback
  - Identify areas in need of improvement
  - Used as a true "school improvement planning tool"
  - Determine waiver eligibility

- **Fourteen (not twelve)** performance standards – Met/Not Met (**no points**)
  - MAP standards are evaluated using data for a single subject area within a grade span to determine if a standard is met (6 possible mets)
  - Reading standards are not evaluated as separate measures (0 possible mets)
  - Graduation rate replaces dropout rate standard (1 possible met)
  - Subgroup evaluation of Adequate Yearly Progress (AYP) data becomes a new standard. (1 possible met)
  - ACT, Advance Courses, Career Ed Courses, College Placement, Career Ed Placement (5 possible mets)
  - Attendance Rate (1 possible met)
- MAP data are evaluated using only the MAP Performance Index (MPI) method
- MAP grade level tests are phased in and both grade level tests and grade span tests are evaluated
- All performance standards are evaluated using both Status and Progress measures
- Annual Distinction in Performance awarded for high achievement (Status) and improvement (Progress)

# Bonus Points ... (Mets)

A district not meeting one or more MAP standards may earn up to two bonus points for voluntary subject areas. (One bonus point in science and one bonus point in social studies.)

To earn bonus points in science and/or social studies:

- The district must have at least four years of test data in a subject area (including the latest year) in at least two out of three grade levels tested.
- The district must meet the designated scoring criteria in the subject area.
- The LND criteria must be met.

A K-12 district may not earn more than six “mets” from a combination of the six required MAP standards and two bonus points.

# Accreditation/Reviews

Third Cycle		Fourth Cycle	
Accreditation Status	Review Type	Accreditation Status	Review Type
Points & Criteria Accredited – Full Waiver	Mini-Review	11+ Mets Accredited – Full Waiver	Mini-Review
106 pts overall 66 performance Accredited	Full Review	8-10 Mets Accredited – Limited Waiver	Targeted Review
83 pts overall 46 performance Provisionally Accredited	Full Review	5-7 Mets (at least 1 MAP) Provisionally Accredited	Full Review
<83 pts overall or <46 performance Unaccredited	Full Review	<5 Mets Unaccredited	Full Review

## GRADE SPAN TESTS

### 3-5 MATHEMATICS

2001	2002	2003	2004	2005
195.2	198.3	199.4	202.1	204.5

## GRADE LEVEL TESTS

### 3-5 MATHEMATICS

GRADE	2006
3	200.2
4	202.3
5	204.5
TOTAL	202.33

## 9.1\*1 MAP GRADE SPAN 3-5 MATHEMATICS

GRADE SPAN DATA								GRADE L			
STATUS				PROGRESS				STATUS			
Status	MPI Score (5-Yr Avg)	District Score	Status Points Earned	Progress Measures	Progress Points Earned	District Progress	Progress Points Possible	Status	MPI Score (5-Yr Avg)	District Score	Status Points Earned
High 1	220.4 +		50	Annual	10 per increase	30	40	High 1			
High 2	210.4-220.3		40	Rolling Average	10 per increase	20	30	High 2			
Average	200.5-210.3		30	3 Over 2	20	0	20	Average	???	202.3	??5??
Below Average Floor	190.5-200.4	199.9	20	Level Not Determined (LND): Zero (0) points will be awarded for grade span data when the LND is exceeded.				Below Average Floor			
LND > 5%?								LND > 5%?			
SUBTOTALS			20	+		30		+		5	
TOTAL Status REQUIRED TO MEET				25							
				40							
TOTAL Progress + Status REQUIRED TO MEET				55							
				50				15			

## ➤ Full Waivers

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- Reserved for the highest performing school districts
- Qualified based upon APR Status and Progress measures
- Maintained until no longer qualified for 2 consecutive years



# Full Waiver...

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## ➤ *Mini-Review*

- Mini-review/desk audit coordinated with DESE program areas
  - Items not waived checklist
    - Submit compliance paperwork prior to review
- AQ administered
- Volunteer staff to serve on review team
- Report of findings to district

# Limited Waivers

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- School districts with good overall performance but need improvement in some area or areas at the building/grade/subject area
- Qualified based upon APR Status and Progress
- Maintained until no longer qualified for 2 consecutive years

# Limited Waiver...

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## ➤ *Targeted (Focused) -Review*

- May consist of (1) a mini-review/desk audit and for the district to submit a plan to address the area in need or improvement or (2) a short, targeted review with small team
- Items not waived checklist
- Compliance paperwork submitted prior to review:
  - Advance questionnaire (online)
  - District response to the standards (where applicable)
  - CSIP (where applicable)
- Curriculum may be submitted depending upon area in need of improvement
- Sample student assessments may be submitted depending upon area in need of improvement
- Report of findings to district

# ➤ Full Reviews

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## ➤ *Provisionally Accredited or Unaccredited...*

- Items not waived checklist
  - Compliance paperwork submitted prior to review:
- District Documentation submitted prior to review:
  - Advance questionnaire (online, except parent)
  - District response to the standards (online)
  - CSIP
  - Curriculum
  - Sample student assessments
  - PD Plan
  - Program Evaluation Plan
  - Building-Level Bell Schedules, Building Maps, and Master Schedule of Courses w/ Room Numbers and Teacher Names
- “Findings” cited and reported to districts

# Curriculum Review

Who: Panel of Experts in cooperation with the Show-Me Curriculum Administrators Association (SMCAA)

What: District submits curriculum for two areas:

- Math or Communication Arts
- one other area

When: October 1

Where: Schools undergoing full reviews or targeted MAP standard reviews

Why: To help answer essential curriculum question, “If fully implemented, will this curriculum lead to improved student performance?”

# Sample Assessments

Who: DESE selected sampling of teachers from all subject areas

What: All assessments (except daily “practice” homework) used during two-week window

When: The first two weeks in October

Where: Schools undergoing full reviews or targeted MAP standard reviews

Why: To help answer essential curriculum question, “Is the written curriculum implemented within buildings and classrooms in the district?”

# 4<sup>th</sup> Cycle Advantages

- Single-system of accountability reduces conflicts in accountability systems
- Resources allocated to provide assistance to schools that need it most
- School improvement efforts will be better coordinated to provide ongoing support
- Customized reviews will minimize paperwork/documentation necessary for on-site review
- Performance
  - Is more stable
  - Identifies areas in need of improvement
  - Allows districts to establish goals for improvement
  - More accurately reflects overall performance of district

# 4<sup>th</sup> Cycle Report Writing Form

- Team Members form conclusions and answer questions regarding current practice in the buildings/districts.
- Fewer checklists, more open-ended questions
- Focus will be on quality and implementation
- It's not about "Meeting" or "Not Meeting" a Process standard any more...it's about describing what is happening in the building/district.



# What the onsite review looks like....

- Evening prior to review
  - Team Member Orientation
    - Team establishes focus of review
- Day One
  - District Orientation establishes context
  - Classroom Observations – Designed to get a picture of prevailing instructional practices in the district/buildings
  - Team Debriefing
  - Teacher focus groups (after school)
  - Board Interview (Team Leader and Area Supervisor)

# What the onsite review looks like...

- Day Two
  - Student focus groups
  - Administrative Interviews
  - Preliminary Consensus
- Day Three
  - Team Completes the Report Writing Form
  - Team Consensus
  - Exit Conference (Team Leader and Area Supervisor)

# Team Member Responsibilities

- Participate in all scheduled review activities
- Most reviews – 3 Full Days
  - Evening Prior (2-2.5 hours)
  - Day 1 (classroom observations, teacher focus groups and team debriefing)
  - Day 2 (focus groups/interviews and team debriefing)
  - Day 3- Consensus

# *Part II*

## *Classroom Observations*

# Classroom Presence:

- Professional/courteous
- Spend enough time to gather data (10-15 min)
- Talk with students when necessary/possible
- Review lesson plan
- Move to next room

**MSIP 4th Cycle Classroom Observation Form**

District \_\_\_\_\_ Building \_\_\_\_\_ Room No. \_\_\_\_\_ Team Member \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ ☐ Beginning ☐ Middle ☐ End Grade Level \_\_\_\_\_

Subject/Learning Objective \_\_\_\_\_

☐ Large group ☐ Small group ☐ Independent Work

Instructional Delivery Method Observed (Mark "E" for extensive, "M" for moderate, or "S" for slight)	Instructional Strategies (Mark "E" for extensive, "M" for moderate, or "S" for slight)	Technology
Class discussion	Advance organizers	<b>Technology</b> Was technology used? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please check the type(s) used and the use level. <b>Type(s) of Technology in Use</b> <input type="checkbox"/> Student computer <input type="checkbox"/> Digital camera/multimedia <input type="checkbox"/> Graphing calculator <input type="checkbox"/> Handheld computer <input type="checkbox"/> Internet <input type="checkbox"/> Lab equipment <input type="checkbox"/> Projector <input type="checkbox"/> Teacher workstation <input type="checkbox"/> Interactive whiteboard <input type="checkbox"/> Other _____ <b>Technology Use Level</b> <input type="checkbox"/> Level 1 - Centers on acquiring and practicing technical skills; technology is something to learn. <input type="checkbox"/> Level 2 - Automates traditional teacher and student roles; technology is optional. <input type="checkbox"/> Level 3 - Expands role and/or products; technology is essential.
Cooperative learning (specify structure)	Graphic organizers	
Distance learning	Nonlinguistic representation	
Group work	Problem-based/project-based learning	
Guided practice	Research - generating and testing hypotheses	
Hands-on/experiments/laboratory work	Similarities and differences	
Learning centers	Summarizing and note taking	
Lecture	Other	
Peer evaluation		
Question and answer		
Seat work (e.g., worksheets, textbook readings)		
Student presentations		
Other		

☐ No instructional activity observed

**Student Engagement Level**  
☐ High (Above 90%)  
☐ Moderate (75-89%)  
☐ Low (50-74%)  
☐ Disengaged (Below 50%)

**Teacher Engagement**  
☐ Yes ☐ No

**Student Work on Display in Classroom**  
☐ Student work is displayed  
☐ Student work is not displayed

**Purpose of Displayed Work**  
☐ Exemplars' work displayed with scoring guide  
☐ Inclusive display (student work displayed regardless of quality)  
☐ Purpose of display not distinguishable

**Classroom Learning Environment**  
 The physical climate is:  
☐ Conducive to learning  
☐ Somewhat conducive to learning  
☐ Not conducive to learning  
 (Check all that apply)  
☐ Classroom design  
☐ Attractiveness  
☐ External disruptions  
☐ Cleanliness  
☐ Temperature  
☐ Other: \_\_\_\_\_

**The instructional climate is:**  
☐ Conducive to learning  
☐ Somewhat conducive to learning  
☐ Not conducive to learning  
 (Check all that apply)  
☐ Disruptive behavior  
☐ Off-task behavior  
☐ Lack of organization  
☐ Internal disruptions  
☐ Other: \_\_\_\_\_

☐ Differentiated instruction observed.  
 Describe \_\_\_\_\_

☐ Teacher reinforced effort or provided feedback.  
 Describe \_\_\_\_\_

Comments (if necessary): \_\_\_\_\_

DESE 3341-S2 7006

# Instructional Delivery Methods

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- **Lecture:** Delivery of information to a group by the teacher
  - teacher-controlled
- **Question and Answer:** An expression of inquiry that calls for a reply
  - an accountability tool
- **Class Discussion:** Dialogue among students and teacher
  - Open-ended questions are used and students are encouraged to ask questions of each other
- **Guided Practice:** Teacher-led short activities with students attempting the task at hand
  - The teacher must closely monitor what the students are doing to see that the instruction has "taken." Mistakes need to be corrected if seen by the teacher

# Instructional Delivery Methods

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- **Cooperative Learning:** Students working together as partners or in structured small teams on clearly defined learning tasks
  - Students may be responsible for each other's learning and are held individually accountable for the group's success. Examples include think-pair-share, round robin, jigsaw, inside/outside circle, etc.
- **Group Work:** Students working together in partners or small groups
  - Groups of students sitting together doing their own work who are free to talk with each other as they work
  - Groups of students completing a project together without clear identification of roles
- **Hands-on/experiments/laboratory work:** Instructional activities that include both content and process promoting student discussion
- **Peer evaluation:** Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

# Instructional Delivery Methods

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- **Learning Centers:** Designated classroom areas where students partake in specific learning activities
- **Distance Learning:** Usually involves a situation in which the teacher and students are separated by time, location, or both
  - It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.
- **Seat Work:** Worksheets or textbook reading assigned for individual practice or study
- **Student presentations:** Students present projects, experiences, or discoveries to their classmates in a formal setting



# Instructional Strategies

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- **Advance Organizer:** An instructional unit that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- **Graphic Organizer:** a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and or ideas within a learning task
  - May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams.
- **Nonlinguistic representations:** Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.
- **Problem-based/Project-based learning:** A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process

# Instructional Strategies

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- **Research-generating and testing hypotheses:** Students make predictions or draw conclusions and explain their thinking as they test and generate hypotheses.
- **Similarities or differences:** Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies.
- **Summarizing/note-taking:** Students learn to identify the most important aspects of what they are learning by taking notes or summarizing material.

# Depth of Knowledge

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## Level 1 Recall

Recall of a fact, information, or procedure.

## Level 2 Skill/Concept

Use information or conceptual knowledge, two or more steps, etc.

## Level 3 Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

## Level 4 Extended Thinking

Requires an investigation, time to think and process multiple conditions of the problem.

Acquire/Use/Extend Chart  
Retrieve from:

<http://www.mde.k12.ms.us/C&Ipresentation.ppt#327,30,Slide 30>

# Sample test questions

Retrieve from:

<http://www.wcer.wisc.edu/wat/Tutorial/ELATutorial/Question4.aspx>

<http://www.wcer.wisc.edu/wat/Tutorial/SCITutorial/Question13.aspx>

<http://www.wcer.wisc.edu/wat/Tutorial/MathTutorial/Question50.aspx>

### Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Apply mathematical model to illuminate a problem or situation.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Analyze and synthesize information from multiple sources.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Describe and illustrate how common themes are found across texts from different cultures.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	Design a mathematical model to inform and solve a practical or abstract situation.
	Organize, represent and interpret data.		

## When assigning the DOK level, consider...

- the level of work students are most commonly required to perform
- the *complexity* of the task, rather than its *difficulty*.
  - The DOK level describes the kind of thinking involved in a task, not the likelihood that the task will be completed correctly.
- the complete domain of items that would be appropriate for completing the task.
  - Identify the DOK level of the most common of these items.

If there is a question regarding which of two levels an objective addresses, it is usually appropriate to select the higher of the two levels.

## What does this LOOK like in the classroom?

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Level One (Recall) –

Level Two (Skill/Concept) –

Level Three (Strategic Thinking) –

Level Four (Extended Thinking) –



## Grappling's Technology Chart

Retrieve from:

<http://www.bjpconsulting.com/files/MAPPSpectrum.pdf>

## What does this LOOK like in the classroom?

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Level One (Literacy Uses) –

Level Two (Adapting Uses) –

Level Three (Transforming Uses) –

# Technology

Was technology used? ☐ Yes ☐ No

If yes, please check the type(s) used and the use level.

## Type(s) of Technology In Use

- ☐ Student computer
- ☐ Digital camera/multimedia
- ☐ Graphing calculator
- ☐ Handheld computer
- ☐ Internet
- ☐ Lab equipment
- ☐ Projector
- ☐ Teacher workstation
- ☐ Interactive whiteboard
- ☐ Other \_\_\_\_\_

## Technology Use Level

- ☐ Level 1 – Centers on acquiring and practicing technical skills; technology is something to learn.
- ☐ Level 2 – Automates traditional teacher and student roles; technology is optional.
- ☐ Level 3 – Expands role and/or products; technology is essential.

# Student Engagement

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*“Schools cannot be made great by great teacher performances. They will only be made great by great student performances.”*

--Phillip Schlechty

## **Student Engagement Level**

- ☐ **High (Above 90%)**
- ☐ **Moderate (75-89%)**
- ☐ **Low (50-74%)**
- ☐ **Disengaged (Below 50%)**

## **Teacher Engagement**

- ☐ **Yes** ☐ **No**

# Student Work on Display in Classroom

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- ☐ Student work is displayed
- ☐ Student work is not displayed

## Purpose of Displayed Work

- ☐ Exemplars' work displayed with scoring guide
- ☐ Inclusive display (student work displayed regardless of quality)
- ☐ Purpose of display not distinguishable

# Classroom Learning Environment

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## The physical climate is:

- ☐ Conducive to learning
- ☐ Somewhat conducive to learning
- ☐ Not conducive to learning

*(Check all that apply)*

- ☐ Classroom design
- ☐ Attractiveness
- ☐ External disruptions
- ☐ Cleanliness
- ☐ Temperature
- ☐ Other: \_\_\_\_\_

# Classroom Learning Environment

---

## The instructional climate is:

- ☐ Conducive to learning
- ☐ Somewhat conducive to learning
- ☐ Not conducive to learning

*(Check all that apply)*

- ☐ Disruptive behavior
- ☐ Off-task behavior
- ☐ Lack of organization
- ☐ Internal disruptions
- ☐ Other: \_\_\_\_\_

# Differentiated Instruction

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**Differentiated Instruction:** Providing students with multiple options for taking in information, making sense of it, and expressing what they learn based on individual needs, interests, and readiness

☐ Differentiated instruction observed.

Describe

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# Reinforcing Effort and Providing Feedback

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- Did teacher make a connection between effort and achievement?
- Did teacher deliver praise?
  - Did praise specify a particular accomplishment?
  - Did praise show spontaneity, variety, and other signs of credibility?
  - Did praise orient students toward better appreciation of their own task-related behavior?
- Did teacher provide feedback?
  - Did feedback provide an explanation of what was correct or incorrect?
- Did teacher convey high or low expectations of students?

☐ Teacher reinforced effort or provided feedback.

Describe

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# ***Video Practice Segments***

# *Part III*

## *Focus Groups* *and* *Interviews*

# Focus Groups

- 5-8 people
- 45 minutes
- 1-2 facilitators
- Facilitators seek overall sense of group's perspective
  - Essential to determine what information you need PRIOR to entering interview
  - Do not rely on one or two to share their opinions
  - Bounce ideas off of one another
  - Explore differences and similarities in responses
  - Start with general questions – move to specific
  - PROBE
  - Prepare legible report for other team members

# Focus Groups / Interviews

- Introduce yourself and explain purpose
- Establish parameters
- Complete the heading on each interview sheet
- List interviews and those mentioned in responses by position, not name
- Know what you want to know
- PROBE
- Record the main idea
- Write legibly
- Keep control – Redirect when necessary
- Keep to the interview schedule

# *Part IV*

## *The Report Writing Form*

# Report Writing

- Seek and use documentation
  - AQ (Advance Questionnaire)
  - Curriculum Review
  - CSIP Review
  - DRS (District Response to the Standards)
  - District Documentation
  - Classroom Observations
  - Interview/Focus Group Sheets
  - Team Member Checklists

# Checklist for School Climate

Complete the following checklist for the building(s) in which you conducted interviews and/or classroom observations.

Name of building(s): \_\_\_\_\_

1 – Excellent

2 – Adequate

3 – Unacceptable

<b>E</b>	<b>MS</b>	<b>HS</b>	<b>OBSERVATIONS</b>
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_____	_____	_____	There is evidence that students' academic achievements are recognized.
_____	_____	_____	Student work is displayed in the building.
_____	_____	_____	Student behavior appears orderly outside of the classroom.
_____	_____	_____	Supervision of students appears to be consistent and continuous.
_____	_____	_____	Teachers' attitudes toward students appear pleasant and helpful.
_____	_____	_____	Students are observed in positive interactions with other students, teachers, and administrators.
_____	_____	_____	The number of students present in the hallways during classroom reflects a positive learning environment.



# Report Writing

- Review RWF directions
- Use pencils
- Complete in grammatical sentences
- Support with evidence (level 3)
  - What did you SEE?
- Focus on findings (diagnostic vs prescriptive)
- Prepare for Preliminary Consensus

# Quality Dimensions for Report Writing

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- **Accessible** Is readable and understandable
- **Reliable** Is consistent
- **Informative** Shares information and reflects that the team knows and understands the district
- **Actionable** The district can make use of the feedback
- **Credible** Is believable for the district
- **Responsive** Is completed in a timely manner
- **Secure** Maintains confidentiality

# Findings Guidelines

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- Use a single, simple, complete thought
- Relate to an MSIP Standard
- Support in the narrative of the report
- Remain nonprescriptive. Refrain from using “could,” “should,” and “would”
- State observations in a factual manner
- Provide information that will be useful to the district in its effort to improve student achievement

# Team Consensus

The final report becomes the product of the entire team, not individual groups.

- Ask questions
- Provide relevant additional information
- Stay focused
- Prepare findings

# Sources

Marzano, Robert J., Debra J. Pickering and Jane E. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: McREL, 2001.

“Organizing for Instructional Results” - *Bernajean Porter Consulting*. 15 February 2006 <http://www.bjpconsulting.com/files/MAPPSpectrum.pdf>.

Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 February 2006 <http://www.wcer.wisc.edu/WAT/index.aspx>.

# Questions/Comments

## **School Improvement and Accreditation**

<http://www.dese.mo.gov>

(573) 751-4426

*Thank you!*